

**Early Years Foundation Stage**  
**Nursery Medium Term Planning 2024-2025**

Nursery - <b>Animal Crackers</b> - Explorers 1		
Literary Texts	Rhyme Time	Celebrations
<ul style="list-style-type: none"> <li>• Oi Frog</li> <li>• Anansi The Spider</li> </ul>	<ul style="list-style-type: none"> <li>• Old MacDonald</li> <li>• 5 Little Ducks Went Swimming One Day</li> <li>• Incy, Wincy Spider</li> </ul>	<p>Who do we thank?</p> <ul style="list-style-type: none"> <li>• St George's Day</li> <li>• Spring Celebrations</li> <li>• Hand Hygiene Day</li> <li>• Mental Health Week</li> <li>• Outdoor Classroom Day</li> </ul>
British Values	Enrichment Opportunity	Parental Engagement
<p><b>Democracy.</b></p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<ul style="list-style-type: none"> <li>• Pet a pet!</li> <li>• Local visit to the bus stop</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Carer read and relax</li> <li>• Oral Health Information session for Easter starters</li> <li>• Toileting workshops</li> </ul>
Area of Learning	Planned Teaching & Learning Approaches, Possible Activities and Intended Outcomes	Key Vocabulary

<p>Communication and Language</p>	<p>Bucket Time Let's Communicate - Vocabulary</p>	<p><b>Vocabulary</b> Happy, sad, kind, unkind, angry, frustrated, loud, quiet, big, small, tall, short, soft, hard, hot, cold</p>
<p>Personal, Social, Emotional Development</p>	<p><b>Managing-Self</b>  - Deaf Girl - You Smell</p>	<p><b>Managing-Self</b>  Disability, same, different, help, support, together</p>
<p>Physical Development</p>	<p><b>Fine Motor:</b> Funky Fingers activities &amp; support scissor exploration  <b>Gross Motor:</b> Games : Unit 1</p>	<p><u>Fine Motor:</u>  Hand, fingers, touch, feel, push, pull, grip, press, pinch, twist, stretch, cut, snip, open, close, thread, buttons, zipping,  <u>Gross Motor: Games unit 1</u>  Catch, safe, stop, caught, safely, team, jog, score, throw, rules, space, turn, run</p>
<p>Literacy</p>	<p>Rhyme Time Looks at books independently Daily Phonics  <b>Main writing outcome:</b> Letter formation &amp; name writing Story time  <b>Comprehension</b> Engage in extended conversations about stories, learning new vocabulary.</p>	<p><u>Oi Frog</u>  Knobbly, splinters, hare, mule, gopher, sofa, fork, easel log, rhyme, pattern  <u>Anasi the Spider</u>  Spider, sons, far, home, lost, fell, trouble, brothers, help, fish, river, forest, moon  Book, story, listen, talk, front cover, page, pictures, turn, back cover, title, story map,</p>

	<p>Listen to stories and sometimes join in with key words and phrases</p> <p>Understand that Print has meaning:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>	<p>sequence, print, meaning, sounds, label, start/beginning, middle, end, rhyme, setting</p>
<p>Mathematics</p>	<p>Talk about dots (1 week)</p> <p>Compare and sort collections (1 week)</p>	<p><u>Talk about dots:</u> talk, dots, count, how many, I see, group, guess</p> <p><u>Compare and sort collections:</u> same, different, compare, sort, group, collections</p>
<p>Understanding the World</p>	<p>Materials</p> <p>How things work</p> <p>People, Culture and Communities</p> <p>The Natural World</p> <p>Own life story and family history</p> <p>Things in the past and present</p> <p><b>Technology:</b></p> <p>Exploring different software, programmes; such as paint.</p>	<p><u>The Natural World: : Forces and how things work</u></p> <p>wheels, vehicle, surface, ramp, empty, full, pull, hard, float, water pump, water wheel</p> <p><u>The Natural World</u></p> <p>animals, homes, habitats, sounds, farm, spider web</p> <p><u>People, Culture and Communities</u></p> <p>ticket, journey, ride, transport, travel, train, bus, car, aeroplane, boat, ship, bike, motorbike.</p> <p><u>Past and Present</u></p>

		<p>_today, yesterday, now, then, when,, old, new</p> <p style="text-align: center;"><u>Technology</u></p> <p>On, Off, Switch, Backwards, Forward, Instruction, Sound, Moving, game, type, mouse, touch, open, close</p>
Expressive Arts and Design	<p><b>Being imaginative and expressive</b></p> <p>Talk about the pictures and how they make you feel</p> <p>Explore instruments and repeated rhythms.</p> <p>Karaoke Time and Rhyme Time</p> <p><b>Creating with Materials:</b></p> <p>Making animals using paper mache</p> <p>Make a spiders web</p> <p>Use junk modelling to create different types of transport</p>	<p style="text-align: center;"><b><u>Creating with materials</u></b></p> <p>Sculpture Fold Bend Clay, Colour, draw, texture, construction, materials, build, bricks, balance, mix, tools, join, cut, scissors, glue, create, design, animals, paper mache, choose, junk modelling, model, create, transport</p> <p style="text-align: center;"><b><u>Being imaginative and expressive</u></b></p> <p>listen, perform, song, music, pitch, high, low, voice, pulse, instruments</p>

**Literacy Medium Term Plan WALTs**

<p>Nursery</p> <p>LMTW Theme: Animal Crackers</p> <p>2 weeks</p>			
Week 1	<p><b>We are learning to</b> engage in extended conversations about stories, learning new vocabulary.</p>	<p><b>We are learning to</b> listen to stories and sometimes join in with key words and phrases</p>	<p><b>We are learning to</b> understand that Print has meaning:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> </ul>

			<ul style="list-style-type: none"> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> </ul>
Week 2	<b>We are learning to</b> engage in extended conversations about stories, learning new vocabulary.	<b>We are learning to</b> listen to stories and sometimes join in with key words and phrases	<b>We are learning to</b> understand that Print has meaning: <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> </ul>

**Maths Medium Term Plan WALTs**

Nursery LMTW Theme: Animal Crackers <b>2 weeks</b>		
Week 1	<b>We are learning to</b> talk about dots.	<b>We are learning to</b> talk about dots.
Week 2	<b>We are learning to</b> compare and sort collections.	<b>We are learning to</b> compare and sort collections.